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ABSTRACT

Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. The second packet assists the teacher in analyzing the reading competencies of students in order to differentiate instruction and utilize appropriate reading materials. The packet suggests identifying individual students in need of remedial reading instruction through a comparison of individual and average group reading scores with normative data. Examples of both scores and information on evaluating them are given. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

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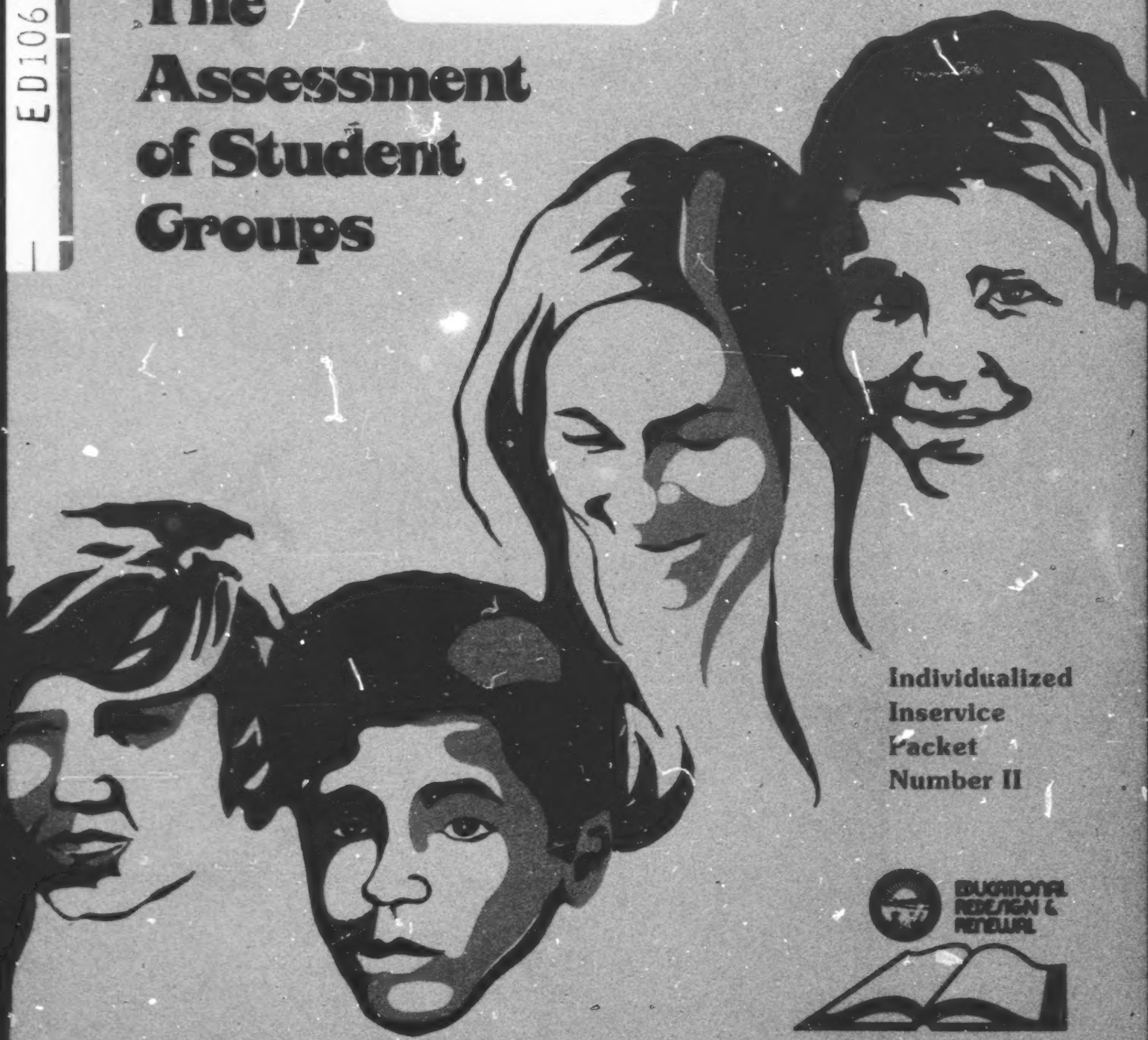
The Assessment of Student Groups



Individualized
Inservice
Packet
Number II

EDUCATIONAL REDESIGN & RENEWAL

TEACHING TEEN READING SERIES

Ohio Department of Education
Columbus

CS 001 774

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FOREWORD

The American dream of opportunity through education has been an inspiration and a reality to millions and millions. Equipping students with the skills of reading is fundamental to this essential contribution of our schools. It is well recognized that the ability to read and the active use of reading are cornerstones supporting the foundation of lifetime learning. Personal fulfillment, positive self-concept, participating citizenship, and meeting the demands of job and society are dependent upon effective reading.

All teachers are teachers of reading, individualizing and personalizing learning of all students on the ability spectrum. Without the acquisition of reading skills, the content of any subject area remains untapped and inaccessible between the covers of books. The students presently enrolled in our schools will live part of their lives in the 21st century. The need is to assure them of reading skills with which to cope with the rapid and ever-expanding stockpile of information and book-stored knowledge.

The Department of Education is the agency through which the Ohio General Assembly expresses its response to the will of the citizenry on matters of education. Reflective of this, legislation was enacted which made provision for the department to make available inservice materials and services for elementary and secondary school teachers. Hence, the Division of Educational Redesign and Renewal is responsible for the development of stand-free inservice education materials which may be used individually by teachers or by teacher leaders working together with small groups of colleagues. The materials are designed to give condensed professional information which will meet an instructional need or interest.

Because reading incorporates the principles of accountability for all teachers, **The Teaching Teen Reading Series** was prepared as a helpful resource for the teachers of upper elementary, middle and secondary schools. The content fuses with the use of any print materials supplied within the schools.

The post-Vietnam period offers an opportunity—and an imperative—to strive for excellence surpassing all prior achievements in our nation's scholastic history. It is our hope that these and other inservice materials will be beneficial to teacher endeavor toward achieving that excellence.

Martin W. Essex

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INTRODUCTION

This **Individualized Inservice Packet** is directed toward assisting the individual teacher and the total staff to analyze the reading competencies of students in order to differentiate instruction and utilize appropriate reading materials. The diagnosis of strengths and the recognition of individual reading needs become the foundation for making decisions regarding: organization means to give the learner the best access to reading instruction, the selection of print materials, and adapting the methods of instruction.

Assessing student reading in social studies, mathematics, science literature, and other subject areas provides information about how well the learner applies reading skills. Appraisal of this nature also supplies the content teacher with information concerning how the student can be helped to learn more effectively in the given content area.

This packet deals with levels of assessment, sources of data, and student performance. The content does not refer to any particular system of testing or measurement instruments but rather to the interpretation and diagnostic use of the findings.

To receive the greatest benefit from the packet, it is recommended that teachers apply the sections to the evaluation data which are available following the administration of the tests used by the school.

The INDIVIDUALIZED INSERVICE PACKET is a practical resource for teachers who have a question regarding reading instruction which requires a condensed, readily usable answer. It is a means for securing a segment of information for immediate application in the classroom as compared to researching many sources.

A self-instruction process is incorporated beginning with steps of securing instructional information, including suggested uses in content teaching situations, and followed by a self-corrective post evaluation. The packet content is developed to provide the understanding summarized in the post evaluation. This form may be reproduced for the teachers' personal use. The responses may lead to continued study of the packet or to reading of the literature included in the bibliography.

THE ASSESSMENT OF STUDENT GROUPS

INSTRUCTIONAL CONCEPTS

Assessment of the current student achievement, along with that of the available resources, is a prelude to planning more effective instruction through the integration of reading and content. Central to this appraisal is the student. Ideally, all students on the seventh and eighth grade levels receive an individual analysis of reading skills. However, realistically, this is not possible. Group assessment can proceed through various levels to insure individual evaluative attention where it is most critically needed.

Level I: School Achievement Assessment

The school's on-going testing system provides the data for the initial screening of reading difficulty cases. Group results are analyzed to cull individuals who need corrective reading which is a part of developmental instruction and handled by the classroom teacher. One way of identifying these students is through a comparison of individual and average group reading scores with normative data. This identifies a frustration level in relation to the norm. No specific skill knowledge can be assumed without an item analysis. However, generally, standardized testing results may reveal:

- trends and tendencies within school instructional areas
- strengths and weaknesses of various approaches
- individual needs and difficulties in the group
- specific areas that may need to be investigated further
- inconsistencies between ability and achievement scores that merit more intensive study

This packet, Group Assessment, will discuss evaluation on Level I.

Level II: Reading Skills Survey

Screening at this level serves the function of further examination of specific skill areas. Items are identified relative to a particular skill. Often publishers provide this information. After items are categorized, they can be evaluated as to quality of response. This action is related to the process called criterion-referenced test interpretation.

Level III: Reading Disability Identification

Following group assessment and skill analysis for each student, disabled readers are identified. These are individuals who are lacking in a number of reading skill areas by two years or more below that level necessary for full participation in the reading tasks of their age. A disabled reader may also be someone whose achievement in reading is significantly below his reading expectancy level. Remedial instruction is offered for cases of serious reading disability and underachievement.

A reading case study is developed for the student who does not respond to remedial instruction. This is usually the responsibility of the remedial or reading specialist. Other professionals will be called in by the specialist for the diagnosis. These will include the school counselor or psychologist, speech pathologist, school nurse, family physician, teacher and parent. It could be hypothesized that the client of the case study is a candidate for either special instruction for extreme learning problems or special education.

Cooperative assessment at any level of intensity will lead to the analysis of the results by the staff, the development of an array of objectives which are indicated from the study, and then the establishment of measurable objectives stated in writing to be used to measure the intended progress.

The steps which follow are cooperative educational decision-making to plan and implement instructional grouping and material changes to result in reading achievement for the students who are involved.

Action follows assessment. Evaluation of all efforts is a continuous process to provide a basis for maintaining that which is good, terminating that which is poor, modifying that which can be improved, and adding that which is needed.

Sources of Data

Whenever possible it is important to use the data which are already available. The instigation of testing to obtain performance scores will not be as valuable as that which is initiated to measure objectives taught. In fact, one of the major outcomes of assess-

ment may be the identification of the critical need for improved testing.

There are some complementary ways in which reading performance may be assessed. As they are used together they will provide a profile of information. Some of the sources of data already available are discussed below.

Cumulative Student File

A student's personal school record can be a valuable source of reading evaluation. General and special testing results traced from the elementary grades provide a developmental view of the student's progress.

The combination of scores, grades, health history, and teacher comments provides a base for distinguishing a general learning difficulty from a specific reading problem. Grades in junior high and middle school courses which involve substantial reading assignments are compared with those less dependent upon reading for success.

Standardized Achievement Battery Subtests

Typically, reading subtests provide two measures. The **vocabulary** score usually assesses the student's use of word recognition techniques, his knowledge of word meanings, and depth of conceptual background. A **comprehension** score generally results from an objective test of what the student comprehends after reading paragraph selections. These scores are normative and according to the student's raw score, a grade equivalent score or percentile rank is given. It is important to remember that the grade equivalent score does not indicate the level of reading material that the student can handle for instructional purposes or even independently. It is generally accepted that a standardized grade equivalent score overestimates by two grades the functional reading level of the secondary student.

Despite limitations, subtest scores are useful as comparative estimates. They appear to be accurate measures of the student's reading power in relation to students in his class, grade, and national peer group.

It is important to remember that there is more information in the results of standardized tests than ordinarily used. Among the techniques through which it is possible to gain additional information are:

1) an item analysis

   Items are identified relative to a particular skill. Often publishers provide this information. After items are categorized, they can be evaluated as to quality of response. This action is related to the process called **criterion-referenced** test interpretation.

2) patterns of performance

Inspection of the spacing of right and wrong responses often reveals when a student has stopped answering questions from his knowledge and has started to guess. (Standardized test items are generally arranged in order of difficulty from easy to hard to measure the range of power in the area to be tested.)

3) observation during the testing

Extreme cases of tension are often observable through non-verbal behavior. These observations are noted.

4) untimed score

To secure more information, some students may be allowed to continue work for an "untimed" score after the reading test has been administered according to the time limits. This may reveal whether speed is a problem for the student.

5) reading reinforced by hearing

An equivalent form of the test is administered with the teacher reading aloud all the items and possible answers while the pupil reads silently. In this way, a measure of the student's understanding of the content of the materials is obtained. (Listening comprehension is viewed by some as a better source of capacity than mathematics computation.)

Within the limitations of the standardized testing situations are opportunities to secure more than the usual information. However, all of them require more than perusal of a profile scan.

Informal Reading Inventory (IRI)

Assessment, which is informal in nature, is necessary to bridge the gaps between standardized sources of data. Typically an IRI is administered individually. However, with adjustments it can be used in group situations. Basically, an informal reading inventory is a sequential level measure of reading power. One of the better sources available on the construction and utilization of this assessment technique is:

Informal Reading Inventories

by Johnson and Kress

In practice, evaluation—diagnosis—prescription cannot be meaningfully separated. Evaluation calls for diagnosis. Diagnosis prescribes those objectives of performance which are desirable for individual students. Testing is valid when it is interrelated to objectives and diagnosis.

Student Performance

Each teacher becomes involved by considering the performance of his students with the data available, and presenting it in a visual manner. School personnel have at their disposal a significant amount of data on reading achievement. However, only that which can substantially and realistically aid the school in making decisions is included. Attention is given to reading subcomponents, generally vocabulary and comprehension. Recognizing that there is a difference between the facts that students can read and do read, reading interests and attitudes are also evaluated. Many approaches are available to the teacher. Some common techniques include: attitude scales (Estes, included in packet), incomplete sentences, interest inventories, and reading autobiographies. One approach which has been found to be effective in secondary classes is a blank sheet entitled "What I'd Like to Tell _____(teacher's name)_____ About the Reading Involved in This Course." These papers are turned in unsigned, and may provide helpful information about improving reading assignments, test materials, interest, and teaching performance.

OBJECTIVE:

To enable the teacher to analyze student performance through organizing given test data for a group of students.

ASSESSMENT OF STUDENT PERFORMANCE

Grade / Section	Curricular Area	Test Name	When Adminis.	Section Range	Section Average	Std. Test Norm	Section Ave.-Test Norm
	Vocab.						
	Comp.						
	Attitude						

The central factor to be considered in planning for a reading curriculum is the individual student. The importance of this student and his needs is reflected in the system's continuing emphasis on a diagnostic-prescriptive approach to the teaching of reading through content. However, at the initial stage of planning it is necessary to acquire a broad view of:

1) the specific areas in which student performance seems to be most in need of improvement;

2) the patterns of reading difficulties within and between grades or sections in the school;

3) other influencing factors such as bilingualism or bidialectalism among the students in the school.

This section of the needs assessment will provide an overview of how students read and whether they want to read.

Data on student performance may be gathered by examining achievement test results in student files. When current data are not available, data gathered during the previous school year may be substituted. However, it should be no more than one year old.

Teachers frequently summarize achievement test results for a grade/section in the following manner:

STANDARDIZED READING TEST
FORM W
Pupil Record Sheet

School Name Burnett
School System Clymer
County Name Otsego

Date Oct. 1973
Grade/Section 6/A
Teacher Nelson

Student Name	19 Math Operations RS*	20 Vocabulary RS*	14 Factual RS*	18 Interpretive RS*
1. Barker, Matt	12	24	13	6
2. Baurer, Barb	14	14	10	9
3. Burton, Gary	9	10	7	4
4. Clark, Sandy	10	25	14	7
5. Davies, John	13	7	5	6
Mean Raw Score	11.6	18	9.8	6.2
State Mean	9.4	18.1	9.2	9.0

*Raw Score

Although the record sheet is only partially complete, it can serve as an example from which to answer these questions:

1. Test data are available for what curricular areas?

_____

2. When was the test administered?

_____

3. What is the range in scores?

_____

(Section range = highest score - lowest)
Math Operations _____

Vocabulary _____
Factual _____
Interpretive _____

4. What is the section average (mean raw score)?
   Math Operations _____
   Vocabulary _____
   Factual _____
   Interpretive _____

5. What is the standard test norm for comparison?

   _____

6. What is the difference between the section average and test norm?
   Math Operations _____
   Vocabulary _____
   Factual _____
   Interpretive _____

This information can be organized most clearly and concisely in this format:

ASSESSMENT OF STUDENT PERFORMANCE

Grade/ Section	Curricular Area	Test Name	When Adminis.	Section Range	Section Average	Std. Test Norm	Section Ave-Test Norm
8/A	Math Oper.	Math	Oct. 1973	14 to 9	11.6	9.4	+2.2
	Vocab.	Reading	Oct. 1973	25 to 7	16	18.1	-2.1
	Fact.	Reading	Oct. 1973	14 to 5	9.8	9.2	+.6
	Int.	Reading	Oct. 1973	9 to 4	6.2	9.0	-2.8

Data on student interest and attitudes toward school and reading may already be available, or may be acquired through evaluative instruments or through interviews with teachers and students. One example of a non-commercial attitude measure is that developed by Thomas H. Estes. He believes that the value of reading ability lies in its use rather than its possession. Concern over how to measure change in attitude toward reading led to the development of the scale. The format is one of summate ratings because of its ease of use and generally high accuracy. A quantitative presentation of the student's attitude toward reading is arrived at through a summation of values for each student response on the scale. The measurement is composed of statements to which the student responds on a one to five point scale varying from "I strongly agree" to "I strongly disagree."

Date:_____ Name:_____

Directions: Respond to each item below in terms of A (strongly agree), B (agree), C (undecided), D (disagree), or E (strongly disagree). The scale is repeated here.

Circle the letter indicating your feeling.

A—Strongly agree
B—Agree
C—Undecided
D—Disagree
E—Strongly disagree

A B C D E 1. Reading is for learning but not for enjoyment.
A B C D E 2. Money spent on books is well spent.
A B C D E 3. There is nothing to be gained from reading books.
A B C D E 4. Books are a bore.
A B C D E 5. Reading is a good way to spend spare time.
A B C D E 6. Sharing books in class is a waste of time.
A B C D E 7. Reading turns me on.
A B C D E 8. Reading is only for grade grubbers.
A B C D E 9. Books aren't usually good enough to finish.
A B C D E 10. Reading is rewarding to me.
A B C D E 11. Reading becomes boring after about an hour.
A B C D E 12. Most books are too long and dull.
A B C D E 13. Free reading doesn't teach anything.
A B C D E 14. There should be more time for free reading during the school day.
A B C D E 15. There are many books which I hope to read.
A B C D E 16. Books should not be read except for class requirements.
A B C D E 17. Reading is something I can do without.
A B C D E 18. A certain amount of summer vacation should be set aside for reading.
A B C D E 19. Books make good presents.
A B C D E 20. Reading is dull.

Score the following student's paper by using the scoring grid. The first five have been completed.

SCORING GRID FOR ESTES ATTITUDE SCALE

Scoring:

Positive items: Nos. 2,5,7,10,14,15,18,19
Negative items: Nos. 1,3,4,6,8,9,11,12,13,16,17,20

Check the response values for the answers. Record them on the answer sheet. If "C" was marked for #1, the score would be 3; "A" for #2 would be a score of 5, etc. Then total the score.

	A	B	C	D	E
1	1	2	3	4	5
2	5	4	3	2	1
3	1	2	3	4	5
4	1	2	3	4	5
5	5	4	3	2	1
6	1	2	3	4	5
7	5	4	3	2	1
8	1	2	3	4	5
9	1	2	3	4	5
10	5	4	3	2	1
11	1	2	3	4	5
12	1	2	3	4	5
13	1	2	3	4	5
14	5	4	3	2	1
15	5	4	3	2	1
16	1	2	3	4	5
17	1	2	3	4	5
18	5	4	3	2	1
19	5	4	3	2	1
20	1	2	3	4	5

If the respondent has a positive attitude toward reading, he would check "strongly agree" to positive items, and "strongly disagree" to negative items.

ESTES ATTITUDE SCALE

Date: October 24, 1973 Name: Jane Jones

Directions: Respond to each item below in terms of A (strongly agree), B (agree), C (undecided), D (disagree), or E (strongly disagree). The scale is repeated here.

Circle the letter indicating your feeling.

A—Strongly agree
B—Agree
C—Undecided
D—Disagree
E—Strongly disagree

Points		
4	A B C (D) E	1. Reading is for learning but not for enjoyment.
4	A (B) C D E	2. Money spent on books is well spent.
5	A B C D (E)	3. There is nothing to be gained from reading books.
4	A B C (D) E	4. Books are a bore.
4	A (B) C D E	5. Reading is a good way to spend spare time.
	A B (C) D E	6. Sharing books in class is a waste of time.
	A (B) C D E	7. Reading turns me on.
	A B C D (E)	8. Reading is only for grade grubbers.
	A B C (D) E	9. Books aren't usually good enough to finish.
	A (B) C D E	10. Reading is rewarding to me.
	A B C (D) E	11. Reading becomes boring after about an hour.
	A B C (D) E	12. Most books are too long and dull.
	A B C D (E)	13. Free reading doesn't teach anything.
	(A) B C D E	14. There should be more time for free reading during the school day.
	A (B) C D E	15. There are many books which I hope to read.
	A B C D (E)	16. Books should not be read except for class requirements.
	A B C D (E)	17. Reading is something I can do without.
	A (B) C D E	18. A certain amount of summer vacation should be set aside for reading.
	A (B) C D E	19. Books make good presents.
_____	A B C D (E)	20. Reading is dull.

Total

This table may be helpful as a basis for comparison of scores.

Range of Scale: 20-100
Mean: 60
Positive Attitude: 61-100
Negative Attitude: 20-60

Use this incomplete pupil record list to add to the assessment information.

ESTES ATTITUDE SCALE
Pupil Record Sheet

School Name Burnett — Date October, 1973
School System Clymer — Grade/Section 8/A
County Name Oswego — Teacher Nelson

Student Name	Score	Attitude Rating
1. Barker, Matt	50	Negative
2. Saurer, Barb	89	Positive
3. Burton, Gary	63	Positive
4. Clark, Sandy	52	Negative
5. Davis, John	40	Negative
Average	59 (58.5)	
Mean: 60 ("Norm" to which average for 8/A may be compared)		Positive: 61-100 Negative: 20-60

ASSESSMENT OF STUDENT PERFORMANCE

Grade/ Section	Curricular Area	Test Name	When Adminis.	Section Range	Section Average	Std. Test Norm	Section Ave-Test Norm
8/A	Math Oper.	Math	Oct. 1973	14 to 9	11.6	9.4	+2.2
	Vocab.	Reading	Oct. 1973	25 to 7	16	18.1	-2.1
	Fact.	Reading	Oct. 1973	14 to 5	9.8	9.2	+.6
	Int.	Reading	Oct. 1973	9 to 4	6.2	9.0	-2.8
Complete →	Attitude						

Several general areas of assessment have been suggested—vocabulary, reading comprehension, interest/attitudes. However, other areas may be added. Mathematics computation may be included as a source of capacity. The components considered may be determined by the data which are available.

Once the information has been collected, it will be displayed as a part of the assessment summary. For each grade/section, **the distance of the class average from the test norm** will be entered for each curricular area under the appropriate grade level. Refer to the Assessment of Student Performance for 8/A to which the attitude data were added and record the required information on the summary below.

SCHOOL SUMMARY—ASSESSMENT OF STUDENT PERFORMANCE

Curricular Areas:	Grade/Sections—Class Average Departure from Norms					
	8/A	8/B	8/C	9/A	9/B	9/C
Math Oper.		-.75	-2.0	+2.0	-2.0	-2.5
Vocab.		-2.5	+1.0	-1.5	+2.0	-2.0
Fact.		-1.00	-1.5	-.2	+1.0	-3.0
Int.		-2.00	-1.0	-2.0	+1.0	-3.0
Attitude		-30	-29	+10	+5	-30

Complete

SUGGESTED APPLICATION

Test data may be returned to the teacher in many forms: grade equivalents, percentiles, raw scores, and quartiles. It is important for the teacher to be aware of a systematic way to get the most information from the data.

The most recent test results are always used. When data from the present year are not available, information from the previous year will be acceptable. This type of systematic examination of spring testing results will help the teacher in the fall to prepare for initial instruction.

Generally, the data are presented on some type of pupil record sheet. If not, select one section of your students and arrange their available scores so that the desired information is represented visually and in a concise manner.

Then answer these questions:

1. What is the grade/section for which the information will be gathered?

_____

2. Identify the curricular areas or reading subcomponents for which data are available.

3. What is the test(s) name?

4. When was it administered?

5. What is the range in scores, i.e., identify the highest and lowest score within each subcomponent.

6. Compute the section's average or mean raw score for each subcomponent.

7. Determine the standard against which the average or mean raw score will be compared.

8. For each subcomponent, determine how the section average differs from the standard. Is the average above it? If so, the difference between the two is preceded by a plus (+). If the average is below the standard, the difference is preceded by a minus (-).

Transfer your answers to the format provided.

ASSESSMENT OF STUDENT PERFORMANCE

Grade / Section	Curricular Area	Test Name	When Administered	Section Range	Section Average	Std. Test Norm	Section Ave.-Test Norm

Grade / Section	Curricular Area	Test Name	When Admin-istered	Section Range	Section Average	Std. Test Norm	Section Ave.- Test Norm

SELF-CORRECTIVE POST TEST

Group assessment becomes meaningful as it affects planning. Priorities are established in terms of these ratings:

PRIORITY 1—critical; missing component or unacceptable condition that must be changed

PRIORITY 2—important; weak component, needs strengthening

PRIORITY 3—desirable; non-critical situation, adequate component

Priority ranking will involve looking for discrepancies between student performance and the norm. Also consideration will be given to what constitutes sound reading procedures. Compare a "criterion of excellence" with the present reading procedures. Finally, rank according to need.

Establish critical goals according to the priorities which have been identified. A *goal* is something to work toward. It is a general statement describing that which needs improvement.

Example:

Students will improve comprehension of written materials.

Review the information you have collected in this packet for the selected group.

Translate the priorities you have identified for a class group into goal statements.

_____

_____

_____

_____

_____

For each goal statement write objectives which will tell what the students need to demonstrate to show they are working toward the goal.

Example:

Goal: Students will improve comprehension of written materials.

Objective(s): Students will demonstrate the ability to get literal meaning from written material.

Write objectives for each goal you identified.

Goal: _____

Objectives: _____

_____

_____

Goal: _____

Objectives: _____

_____

_____

Goal: _____

Objectives: _____

_____

_____

Goal: _____

Objectives: _____

_____

_____

Describe *behaviors*, or what students will have to do, to reach the objective.

Example:

Goal: Students will improve comprehension of written materials.

Objective(s): Students will demonstrate the ability to get literal meaning from written material.

Behavior(s): Reading a story at the appropriate level and answering five factual questions.

Determine activities for those objectives you have written.

Objective: _____

Behavior: _____

_____

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Objective: _____

Behavior: _____

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Objective: _____

Behavior: _____

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Objective: _____

Behavior: _____

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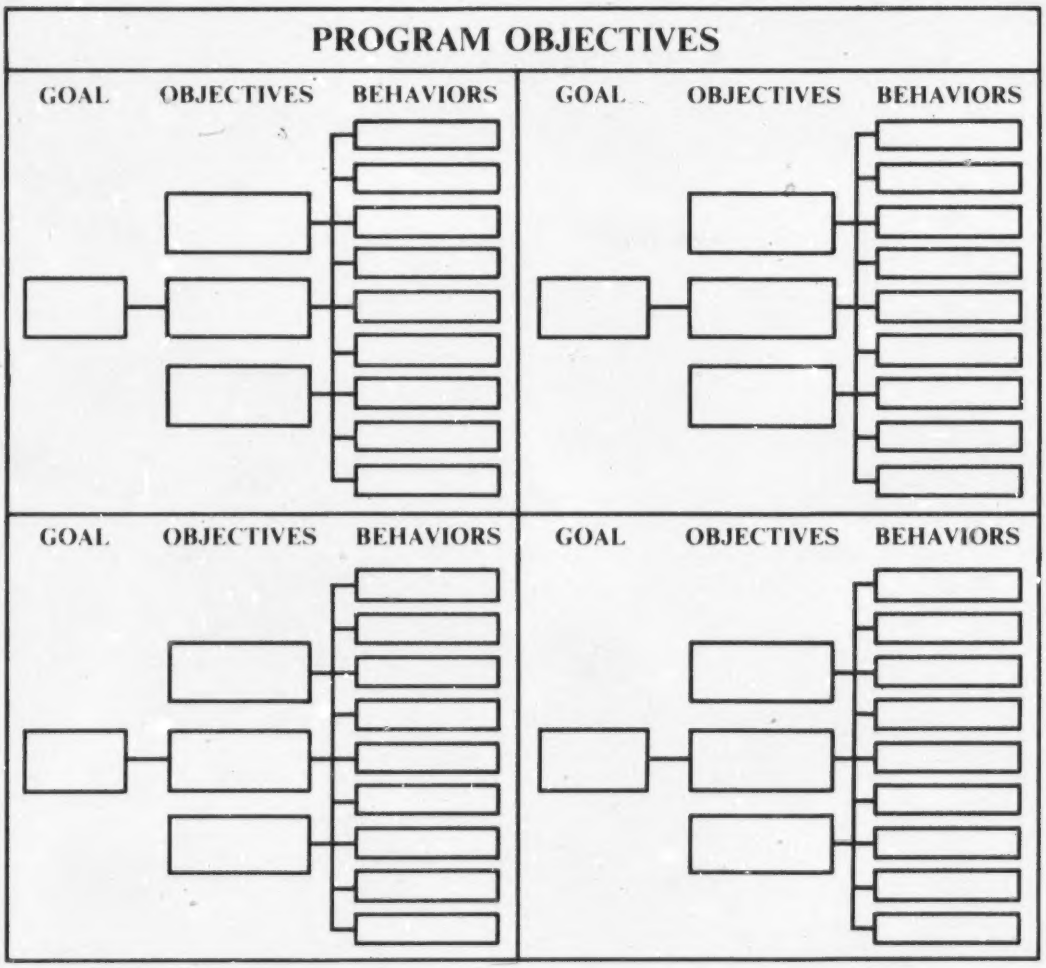
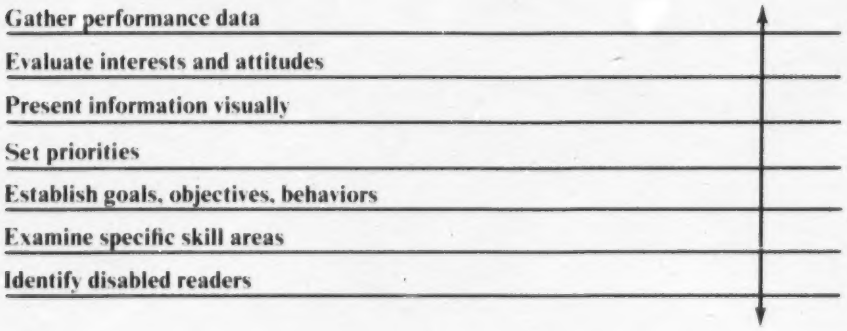
All of this information can be displayed in a meaningful way on the chart which follows.



Goals, objectives, and behaviors are established based on the assessment. Alternative courses of action are considered.

A time line for action follows. Complete with dates when the various activities will be initiated.



This *Self-Corrective Post Test* form is designed for the convenience of teacher readers to reproduce multiple copies for use as needed.

GLOSSARY

Ability expectancy — indication of potential learning rate capacity

Achievement score — indication of success level—what the student has learned

Array of objectives — display of those expected competencies in an orderly arrangement, according to priority of needs

critical	important	desirable

Attitude scales — a graduated series to measure the student's feelings toward reading

Behaviors — descriptive statements which tell what the students have to do to reach the objective, i.e. activities

Bidialectalism — two regional varieties of language affecting the learner's verbal performance. This is distinguished by features of vocabulary, grammar, and pronunciation. These two varieties may combine to form a single language

Bilingualism — double-language instructional approach with the learner who has little understanding of English. As he acquires competence in subject matter in his native tongue, he is motivated to attack familiar concepts when presented in English

Capacity level — the highest level at which the student can understand the ideas and concepts in informational material that is read to him. The teacher begins reading to the student at his frustration level

Corrective reading — instruction which gives assistance to the capable student who is not achieving his reading expectancy level. He may have difficulty in adjusting his rate of reading for different purposes. There may also be weakness in word recognition skills with excessive rereading in order to comprehend. A resultant attitudinal problem exists as the student

	displays disinterest in general reading habits. The classroom teacher is usually responsible for this instruction
Criterion-referenced test	measurement of the student's response on a skill item. The quality of his answer is considered rather than how he compares to the rest of the group
Developmental reader	one who regardless of his intellectual ability is reading as well as he is mentally able
Developmental reading	continuous instruction which provides for the systematic and sequential development of reading skills. It is a K-12 curriculum planned to help all students realize their potential reading power. Instruction for secondary students reinforces skills mastered at the elementary level and broadens their application
Diagnostic-prescriptive approach	instruction based on needs identified through both informal and formal measurement
Disabled reader	an individual who is lacking in a number of reading skill areas by two years or more below that necessary for full participation in the reading tasks of his age. Remedial instruction is offered for cases of serious reading disability
Frustration level	the lowest level at which observable difficulties cause confusion. Evidences of frustration include inability to anticipate meanings; word-by-word reading; too many substitutions, omissions, repetitions, and insertions
Goal	a general statement describing something to work toward or that which needs improvement. Goals are established according to the critical priorities which have been identified
Grade equivalent score	is determined by giving the test to representative groups in each of a series of school grades. The average score is found for each grade. Scores lying between the norm for two successive grades are assigned fractional credits. Grade equivalent scores relate the performance of an individual to the average student at each grade level

Independent level	the highest level at which the student can read fluently and with personal satisfaction without help. The level at which the student makes no more than one error in 100 words in the mechanics of reading and has no difficulties in comprehension
Informal reading inventory	a sequential level measure of reading power (vocabulary, comprehension, etc.)
Instructional level	the teaching level. Here the student makes no more than five errors in reading 100 running words with at least 75 percent comprehension of ideas in the text
Item analysis	items are identified relative to a particular skill. After items are categorized, they can be evaluated as to quality of response
Mean	is obtained by adding all scores on a test and dividing the sum by the number of persons tested. (It is also known as the average.)
Norm	a standard of development or achievement derived from the average achievement of a large group
Normative data	that information derived from the average achievement of a large group and used as a basis for comparison and decision-making
Objectives	statements which describe what the students need to do to show they are working toward a goal
Percentile rank	represents the percent of the scores in a series lying below a given score value
Power reading	reading experiences designed for those students who are already proficient readers, but need to increase their speed or become involved in critical analysis. Students are stimulated to develop a wider range of interest and skills along with a deeper appreciation
Quartiles	values which mark the boundary between two consecutive intervals in a frequency distribution of four intervals. Each of these contains one quarter of the total population

Raw score	the number of correct responses made by the student out of the possible total of items
Reading expectancy level	the level of reading the student can be expected to achieve under optimum conditions
Remedial reading	instruction for the learner who is achieving two to three years below his reading expectancy level. This student is characterized by failure to grasp the techniques of reading, and may suffer from emotional problems. Through intensified work it is usually hoped that he will be able to read to his potential. Remedial instruction is individualized and given by a reading specialist
Section average	is obtained by adding all the scores in the section on a test and dividing the sum by the number of persons tested. (This is also known as the section mean.)
Section range	this is found by subtracting the lowest score from the highest score to determine the span or range of scores within the section
Standardized achievement battery	a group of tests which will indicate how a student performs in relation to other students at one point in time. They rarely account for why the student performs as he does
Standardized test norm	the average performance of a large group to which an individual student's score may be compared
Summate ratings	the format used for a quantitative presentation of a student's attitude toward reading. This measurement is arrived at through adding the values for each student response on the scale
Systems analysis	to approach a question or problem in an organized manner. A self-correcting and logical methodology of decision-making. It defines how planning is to be done with follow-up to determine if it has actually been done

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COMPETENCY CRITERIA

The following characteristics of effective content-related reading instruction may serve as self-appraisal guidelines.

Students are enabled to gain information, knowledge, wisdom and enjoyment from reading, for my teaching procedures include:

_____ Planning and tailoring my teaching to accommodate the wide range of reading strengths and weaknesses represented within the class.

_____ Fusing reading with other components of language (listening, speaking, and writing) to reinforce meaning.

_____ Relating the content to the varied experiential background of the students.

_____ Encouraging students to react to the meaning of print content by thinking critically about it.

_____ Utilizing many types of reading sources comprising multi-readability levels.

_____ Teaching vocabulary and comprehension skills on various levels to assure that all students experience success.

_____ Guiding silent reading through pre-reading preparation, vocabulary assistance, and skillful questioning.

_____ Providing for varied uses of reading in problem solving, gaining information, and enjoyment.

_____ Modeling positive attitudes for students by being a high interest reader myself.

_____ Being committed to improve reading abilities and book interest within the class and school.